

LEGISLATIVE RESEARCH COMMISSION

TWELFTH GRADE



REPORT TO THE 1983 GENERAL ASSEMBLY OF NORTH CAROLINA

LEGISLATIVE RESEARCH COMMISSION

TWELFTH GRADE



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STATE OF NORTH CAROLINA
LEGISLATIVE RESEARCH COMMISSION
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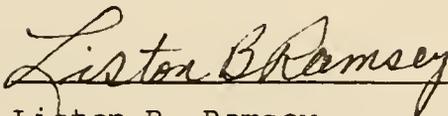
January 12, 1983

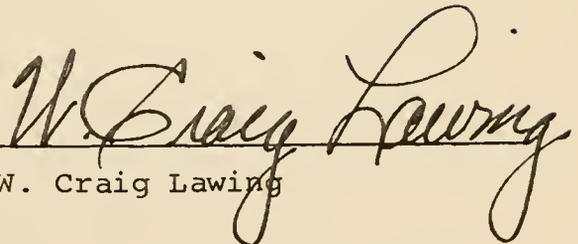
TO THE MEMBERS OF THE 1983 GENERAL ASSEMBLY

The Legislative Research Commission herewith reports to the 1983 General Assembly on the matter of twelfth grade optional. The report is made pursuant to Resolution 61 of the 1981 General Assembly.

This report was prepared by the Legislative Research Commission's study committee on Twelfth Grade Optional and is transmitted by the Legislative Research Commission for your consideration.

Respectfully submitted,


Liston B. Ramsey


W. Craig Lawing

Cochairmen
Legislative Research Commission

PREFACE

The Legislative Research Commission, authorized by Article 6B of Chapter 120 of the General Statutes, is a general purpose study group. The Commission is cochaired by the Speaker of the House and the President Pro Tempore of the Senate and has five additional members appointed from each house of the General Assembly. Among the Commission's duties is that of making or causing to be made, upon the direction of the General Assembly, "such studies of and investigations into governmental agencies and institutions and matters of public policy as will aid the General Assembly in performing its duties in the most efficient and effective manner" (G.S. 120-30.17(1)).

At the direction of the 1981 General Assembly, the Legislative Research Commission has undertaken studies of numerous subjects. These studies were grouped into broad categories and each member of the Commission was given responsibility for one category of studies. The Cochairmen of the Legislative Research Commission, under the authority of General Statutes 120-30.10(b) and (c), appointed committees consisting of members of the General Assembly and of the public to conduct the studies. Cochairmen, one from each house of the General Assembly, were designated for each committee.

The study of the twelfth grade was directed by subpart (7)a. of Section 1 of Resolution 61 of the 1981 Session Laws. It

was to examine "the feasibility of making the twelfth grade optional in the public schools." The resolution referred to House Joint Resolution 890, introduced by Representatives Tally, Foster, Greenwood and Messer.

The Legislative Research Commission placed this study under the Education Area for which Representative Lura S. Tally of the Commission is responsible. This study was assigned to the Committee on the Twelfth Grade which was cochaired by Representative Gordon Greenwood and Senator Marvin Ward. A membership list of the Legislative Research Commission and a membership list of the Study Committee may be found in Appendix A. A copy of Resolution 61 of the 1981 Session Laws and of House Joint Resolution 890 may be found in Appendix B.

COMMITTEE PROCEEDINGS

The Committee on the Twelfth Grade held three meetings. These meetings were on March 12, November 9 and December 9, 1982. A list of persons who attended committee meetings may be found in Appendix C.

Origins of the Twelfth Grade

Although the minutes of the State School Commission indicate there were some twelfth grade students in the public schools of North Carolina as early as 1938, the State did not provide funds for the expansion to twelve grades for school systems until the 1942-43 school year. The 1941 General Assembly, in Chapter 158 of the 1941 Session Laws, directed that part of the appropriations for the operating expenses of the public schools for 1941-42 be used to set up a mechanism for expanding to twelve grades. By 1942-43, teachers were to be allotted for the twelfth grade to any school district which requested them. This was not intended to be an extra year of high school but rather an additional year between the seventh and eighth grades.

In the 1955 recodification of the public school laws (Chapter 1372 of the 1955 Session Laws), the General Assembly defined a school system as having twelve years of study of grades. This was the first Statewide requirement of twelve grades for every school system. This requirement is currently codified in G.S. 115C-74.

Copies of Chapter 158 of the 1941 Session Laws, Chapter 1372 of the 1955 Session Laws and G.S.115C-74 may be found in Appendix D.

Impetus for this study

Several factors made this study necessary. First of all, there were serious concerns that the twelfth grade is not a valuable educational experience for many students. Some students reach the twelfth grade needing only one additional course to graduate; few students need a full course load to graduate by the time they reach the twelfth grade. Thus, there is some inclination to take as few courses as possible or to take less rigorous courses. A year of "sliding" through the twelfth grade is poor preparation for entering college, community college or the work force.

There was also concern that some twelfth grade students might be unnecessarily required to defer for one year the opportunity to study at colleges and technical schools. These students might have to take courses in high school and then re-take them at community colleges. Also, if the same courses were available at both high schools and community colleges there might be unnecessary duplication of resources and therefore unnecessary expenditure of the taxpayers' money.

In the 1981-83 fiscal biennium and in the upcoming fiscal biennium, the State faces severe monetary constraints. In this fiscal climate, the General Assembly felt compelled to examine the twelfth grade and to weigh the costs and benefits of the

twelfth grade. According to the Controller of the State Board of Education the direct cost of the twelfth grade is in excess of \$55 million a year. If some students are getting little benefit from the twelfth grade, the taxpayers are not getting their money's worth. That was an issue which needed close scrutiny.

Finally, the General Assembly felt compelled to examine the twelfth grade because of its continuing commitment to guarantee what the Constitution refers to as "the right (of the people) to the privilege of education." (Art. I, §15) The 1979 General Assembly established a study of public school dropouts in a similar effort to enhance the educational experience for high school students and to make the public high schools responsive to the needs of the students. This study of the twelfth grade was needed as a continuation of that effort to meet the educational needs of high school students.

A copy of Representative D. R. Mauney, Jr.'s statement expressing some of these concerns may be found in Appendix E.

The Importance of the Twelfth Grade

Testimony before the Committee unanimously pointed to the importance of the twelfth grade to the students, the educational system and the entire State. A copy of statements made in support of the twelfth grade may be found in Appendix E.

Data indicates that most students take a full course load in the twelfth grade. Although a handful of students may be abusing the system by taking the very few courses, statistics compiled by the Controller of the State Board of

Education show that 79% of high school seniors take five or more courses; 96% take four or more courses. To take a full course load is the norm at most North Carolina high schools. At 86% of high schools, a typical senior is enrolled in five or more courses; at 97% of high schools, a typical senior is enrolled in four or more courses. A full presentation of these statistics may be found in Appendix F. It is clear that the great majority of high school seniors are taking advantage of their senior year, not using it to avoid responsibilities.

The twelfth grade is intrinsic to the educational system in North Carolina. Eliminating the twelfth grade would have one of two effects on the course of study; either the thirteen school years that are currently K through 12 would be collapsed into twelve years or grades 1 through 12 would be pushed back to K through 11. Either option would erode the quality of the educational system, would diminish the overall K through 12 program and would demean the value of a high school diploma.

It is inappropriate to minimize the requirements for high school graduation at a time when our students need more, not less, education to thrive in today's world. Rapid advances in technology require that, in addition to good basic skills, students acquire specialized skills such as computer programming. Modern society demands of our young people greater communication skills and greater problem-solving skills than ever before.

These are skills that require a higher level of thinking, maturity and knowledge. That translates to a need for more, not less, intensive training.

Students need four full years of high school to make the appropriate transition and adjustment to the high school setting, to experience planning responsibilities and to make meaningful decisions about their future. Without the final year of high school, students would not be ready for the socio-emotional adjustment to post-secondary education or to work. Student athletes one year younger would have a harder time competing for scholarships. Employees are less likely to hire high school graduates one year younger because of their youth and because their youth translates to higher insurance rates for employees.

Evidence presented to the committee indicated that high school students should be encouraged to take full advantage of the twelfth grade, not to opt out of it. Japanese high school students take six years of science and mathematics, one year of calculus and six years of English; only half of American students take eleventh or twelfth grade science or math. As a result, Japan with half as many people as the United States graduates twice as many engineers. If we are to compete as a nation, if our high school graduates are to have salable skills and if our students are to be ready for post-secondary education, our students must have more education, not less.

Seniors are an important part of the high school community. They are the role model for underclassmen. The senior year gives students an opportunity to develop and to utilize leadership skills.

Except for the cost-savings, the committee received no evidence in support of eliminating the twelfth grade and no evidence minimizing the importance of the twelfth grade. There was no evidence of other states going to only eleven years of schooling after kindergarten. The evidence from school systems offering an accelerated program was that students simply did not want the option and did not take advantage of it.

Practical limitations on making the twelfth grade optional.

As a practical matter, neither the post-secondary educational system nor the job market could cope with a great block of high school students graduating one year early. Colleges, community colleges and technical institutes would be hard pressed to accommodate so many additional students; furthermore, those additional students would not have the background that those institutions expect from their freshmen. The job market is already extremely tight, especially for those students without adequate vocational training. It would exacerbate the problem to put people a year younger with a year less training in the job market.

Another practical problem is that high school seniors are currently some of our most responsible school bus drivers. Without these seniors, the pool of potential bus drivers will be younger and less experienced.

Making the twelfth grade optional would erode the funding level for the public high schools and would correspondingly erode the quality and the variety of available courses and programs. Expenditures for advance placement courses, vocational education and other electives such as art would drop. Programs such as in-school suspension and extended-day would have to be limited. As opportunities for twelfth graders decreased, the number of twelfth graders would decrease in a self-fulfilling, self-defeating cycle.

Articulation of high school vocational education programs with corresponding community and technical college programs.

Almost all community and technical colleges have agreements with local school systems permitting high school students to take community college courses that count toward high school graduation. The most common type of agreement allows dual enrollment. Under a dual enrollment agreement a high school student who (i) is 16 years old or older, (ii) is taking three high school courses or more and (iii) has the permission of the high school and the community college may take community college courses. The courses may be extension courses or may be curriculum courses leading to a community college degree or diploma. These courses also count toward his high school diploma. Some agreements permit enrollment full time in a community college program. Under these sole enrollment agreements, the student takes all his courses at the community college. As with dual enrollment, these courses may count toward a high school and a community college diploma or degree.

Regulations limit participation in these programs to five percent of the high school student body. These programs permit a student who is ready to do so to take advantage of community college programs while still in high school.

The State Board of Education and the State Board of Community Colleges are also working to eliminate unnecessary duplication of efforts and expenditures, to assure that there is a smooth transition between skills learned in high school and courses available in community college and to enhance cooperation between local school systems and community colleges. The two Boards feel there are currently enough rules and regulations on the State level to accomplish appropriate articulation; however, more effort is needed on the local level. The Boards have adopted an articulation study which will act as a framework for local school systems and local community colleges to articulate their programs. A copy of this report may be found in Appendix G.

Finding and Recommendations

Pursuant to the direction of Resolution 61 of the 1981 Session Laws, the Legislative Research Commission Committee on the Twelfth Grade, after having reviewed the information, presented, makes the following finding and recommends the following courses of action to the 1983 General Assembly:

FINDING 1. The twelfth grade is an essential part of the State educational program and it must be retained.

To make the twelfth grade optional would be to admit that we as a State are willing to settle for a minimal educational experience for our youth. That is inconsistent with recent State efforts to expand the educational program by adding kindergarten. It is also inconsistent with efforts of the State Board of Education and of many local boards of education to increase requirements for high school graduation. If the twelfth grade were optional, funding limitations would severely curtail the educational opportunities our high schools could offer to all their students.

Evidence presented to the Committee was unanimous in showing that students need skills acquired in the twelfth grade to thrive with the complexities of today's world, to acquire job entry skills and to be fully prepared for college. Also, students opting out of the twelfth grade would over-tax already severely limited post-high school opportunities. Without the twelfth grade, students would be leaving high school with too little preparation and would be facing a dearth of opportunities.

RECOMMENDATION 1. The State Board of Education should study ways to enhance the twelfth grade including:

- (a) Programs to prevent students from dropping out of school and to provide more effective curriculums such as (i) in-school suspension, (ii) extended day schools, (iii) differentiating the courses of study to meet the needs of underachievers, gifted students and students with special needs and (iv) increasing, if feasible, the number of units required for graduation from 18 to 20 and reconsidering those specific units now required.

In-school suspension programs give a positive alternative to suspending students from school. Suspended students are isolated from other students during the suspension period but remain in school and continue to do their school work during school hours. It should be a high priority that every school have an effective in-school suspension program.

Extended day schools permit students to work during the day and go to school at night. Extended day programs already in operation have been very effective in keeping students in school and in enabling dropouts to return to school. Local school systems should be given technical assistance and should be encouraged to operate extended day schools.

The standard course of study also does not adequately meet the needs of gifted children, underachieving children and children with special needs. There should be adequate flexibility in the course of study so these children can get the best education possible

for them. Underachieving freshmen should be encouraged to defer some of the academic courses traditionally viewed as ninth- and tenth-grade courses until the junior or senior year. These students could then take some high-interest electives such as music, art or home economics. This would provide a situation conducive to a more positive attitude toward school and would give the student a greater chance for success, greater confidence in his ability and increased determination to complete high school.

The State Board of Education should examine the feasibility of increasing the number of units required for graduation from 18 to 20. This would ensure that all students have a rigorous course load in the 12th grade. The State Board should also reconsider the specific units now required for graduation.

(b) A more effective guidance program.

The guidance program should assist every student in developing a personalized educational plan. The plan should properly reflect the ability and maturity levels and the life and educational goals of the student.

(c) Modifications in the curriculum including (i) more advanced placement courses, (ii) electives in seminar format and (iii) electives that get students into the community.

More advanced placement courses should be available for academically talented, college-bound students. Students taking these courses will be able to take more advanced courses when they get to college and will be better able to handle the college courses they take.

Electives in seminar format could address the real concerns of students and stimulate their thinking in new areas. Some possible topics are choosing a career, human sexuality, human values in a technological age and rights and responsibilities of citizens in a free society.

Electives should be available which get students into the community, not to work but to learn. Examples of these could be internships with city or county government officials, public works, the courts, business and industry and service organizations.

(d) Better utilization of resources by consolidating available equipment and by using underutilized space and equipment in all public educational institutions.

Cost constraints make it impossible for every school to have all the equipment necessary to get students adequate job entry level skills. School systems should be encouraged to pool their equipment resources so that sophisticated equipment will be available in at least one school in the area.

If a public educational institution has surplus, underutilized, or otherwise available space and equipment, that institution is strongly encouraged to share same with other public educational institutions.

RECOMMENDATION 2. The State Board of Education should report to the Education Committees of the 1983 General Assembly by May 1, 1983 on its study of ways to enhance the twelfth grade.

A report to the Education Committees by May 1, 1983 will give the General Assembly ample time to respond to the results of the State Board of Education study either by passing new laws or by modifying appropriations for education.

RECOMMENDATION 3. The Appropriations Committees of the 1983 General Assembly are urged to give high priority to requests For funds for (i) advanced placement courses, (ii) in-school suspension programs and (iii) equipment purchases.

These three items are especially important to the enhancement of the twelfth grade. Significant progress in them will require additional funds.

RECOMMENDATION 4. The State Board of Education and the State Board of Community Colleges should continue their efforts regarding articulation.

The State Board of Education and the State Board of Community Colleges should work together to make the senior year a bridge between public school and college or technical college. Barriers to students sharing time between the institutions should be minimized.

RECOMMENDATION 5. The Legislature may extend the study of the twelfth grade for two more years.

Because enhancement of the twelfth grade must proceed on several fronts over an extended period of time, on-going assessment

of progress made is essential. A draft of a resolution calling for a continuation of the study may be found in Appendix H.

APPENDIX A

STATE OF NORTH CAROLINA
LEGISLATIVE RESEARCH COMMISSION
STATE LEGISLATIVE BUILDING
RALEIGH 27611



MEMBERSHIP

1981-1983

House Speaker Liston B. Ramsey	Senate President Pro Tempore
Cochairman	W. Craig Lawing, Cochairman
Representative Chris S. Barker, Jr.	Senator Henson P. Barnes
Representative John T. Church	Senator Carolyn Mathis
Representative Gordon H. Greenwood	Senator William D. Mills
Representative John J. Hunt	Senator Russell Walker
Representative Lura S. Tally	Senator Robert W. Wynne

LEGISLATIVE RESEARCH COMMISSION'S COMMITTEE

ON TWELFTH GRADE OPTIONAL

Senator Marvin Ward, Cochairman
641 Yorkshire Road
Winston-Salem, NC 27106

Representative Gordon Greenwood, Cochairman
Box 487
Black Mountain, NC 28711

Honorable James Edwards (Pro Tem app.)
P. O. Box 1601
Hickory, NC 28601

Senator James D. Speed
Industry Drive
Louisburg, NC 27549

Senator Robert D. Warren
Route 3, Box 25
Benson, NC 27504

Senator Vernon E. White
P. O. Box 41
Winterville, NC 28590

Representative William D. Harrison
Route 3, Box 999
Williamston, NC 27892

Representative Margaret B. Hayden
711 Delp Heights
Sparta, NC 28675

Representative Edd Nye
Woodland Drive
Elizabethtown, NC 28337

Representative D. R. Mauney, Jr.
500 Old Post Road
Cherryville, NC 28021

Representative Lura Tally (LRC member)
3100 Tallywood Drive
Fayctteville, NC 38303

APPENDIX B

APPENDIX D

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1981
RATIFIED BILL

RESOLUTION 61

HOUSE JOINT RESOLUTION 1292

A JOINT RESOLUTION AUTHORIZING STUDIES BY THE LEGISLATIVE RESEARCH COMMISSION.

Be it resolved by the House of Representatives, the Senate concurring:

Section 1. The Legislative Research Commission may study the topics listed below. Listed with each topic is the 1981 bill or resolution that originally proposed the study and the name of the sponsor. The Commission may consider the original bill or resolution in determining the nature, scope and aspects of the study. The topics are:

(1) Continuation of study of revenue laws (H.J.R. 15 -- Lilley).

(2) Continuation of study on problems of aging (H.J.R. 48 -- Messer/S.J.R. 37 -- Gray).

(3) Day care (H.J.R. 223 -- Brennan).

(4) Civil rights compliance of non-State institutions receiving State funds (H.J.R. 344 -- Spaulding).

(5) Social services and public assistance (H.B. 393 -- P. Hunt).

(6) The need for new health occupational licensing boards (H.B. 477 -- Lancaster/S.B. 285 -- Jenkins).

(7) Matters related to public education, including:

- a. The feasibility of making the 12th grade optional in the public schools (H.J.R. 890 -- Tally).
- b. Continue study of public school food service (H.J.R. 948 -- Brennan).
- c. The teacher tenure law (S.J.R. 621 -- Royall).
- d. Providing teachers with duty-free periods (S.J.R. 697 -- Speed).
- e. Continuation of study regarding purchase of buses in lieu of contract transportation, and other school bus transportation matters (no 1981 resolution).
- (8) Campaign financing and reporting (H.J.R. 975 -- D. Clark).
- (9) State's interests in railroad companies and railroad operations (H.B. 1069 -- J. Hunt).
- (10) Matters related to insurance, including:
- a. Insurance regulation (H.B. 1071 as amended -- Seymour), including the feasibility of establishing within the Department of Insurance a risk and rate equity board.
- b. How the State should cover risks of liability for personal injury and property damage (H.J.R. 1198 -- Seymour).
- c. Credit insurance (H.J.R. 1328 -- Barnes).
- (11) Matters related to public property, including:
- a. Development of a policy on State office building construction (H.J.R. 1090 -- Nye).
- b. The potential uses and benefits of arbitration to resolve disputes under State construction and procurement contracts (H.J.R. 1292 -- Adams).

- c. The bonding requirements on small contractors bidding on governmental projects (H.J.R. 1301 -- Nye).
- d. Continue study of the design, construction and inspection of public facilities (S.J.R. 143 -- Clarke).
- e. Whether the leasing of State land should be by competitive bidding (S.J.R. 178 -- Swain).
- (12) Allocation formula for State funding of public library systems (H.J.R. 1166 -- Burnley).
- (13) Economic, social and legal problems and needs of women (H.R. 1238 -- Adams).
- (14) Beverage container regulation (H.J.R. 1298 -- Diamont).
- (15) Scientific and technical training equipment needs in institutions of higher education (H.J.R. 1314 -- Fulcher).
- (16) Role of the State with respect to migrant farmworkers (H.J.R. 1315 -- Fulcher).
- (17) Existing State and local programs for the inspection of milk and milk products (H.J.R. 1353 -- James).
- (18) Laws authorizing towing, removing or storage of motor vehicles (H.J.R. 1360 -- Lancaster).
- (19) Annexation laws (S.J.R. 4 -- Lawing).
- (20) Laws concerning obscenity (House Committee Substitute for S.B. 295).
- (21) The feasibility of consolidating the State computer systems (S.J.R. 349 -- Alford/H.J.R. 524 -- Plyler).
- (22) Laws pertaining to the taxation of alcoholic beverages and the designation of revenues for alcoholism

education, rehabilitation and research (S.J.R. 497 -- Gray).

(23) Regional offices operated by State agencies (S.J.R. 519 -- Noble).

(24) Continue study of laws of evidence (S.J.R. 698 -- Barnes).

(25) Continue study of ownership of land in North Carolina by aliens and alien corporations (S.J.R. 714 -- White).

(26) Rules and regulations pertaining to the Coastal Area Management Act (S.J.R. 724 -- Daniels).

(27) Transfer of Forestry and Soil and Water from Department of Natural Resources and Community Development to Department of Agriculture (H.B. 1237 -- Taylor).

(28) Continue sports arena study (H.J.R. 1334 -- Barbee).

(29) State investment and maximum earning productivity of all public funds (H.J.R. 1375 -- Beard).

Sec. 2. For each of the topics the Legislative Research Commission decides to study, the Commission may report its findings, together with any recommended legislation, to the 1982 Session of the General Assembly or to the 1983 General Assembly, or the Commission may make an interim report to the 1982 Session and a final report to the 1983 General Assembly.

Sec. 3. The Legislative Research Commission or any study committee thereof, in the discharge of its study of insurance regulation under Section 1(10)a. of this act, may secure information and data under the provisions of G.S. 120-19. The powers contained in the provisions of G.S. 120-19.1 through

G.S. 120-19.4 shall apply to the proceedings of the Commission or any study committee thereof in the discharge of said study. The Commission or any study committee thereof, while in the discharge of said study, is authorized to hold executive sessions in accordance with G.S. 143-318.11(b) as though it were a committee of the General Assembly.

Sec. 4. This resolution is effective upon ratification.

In the General Assembly read three times and ratified, this the 10th day of July, 1981.

JAMES C. GREEN

James C. Green

President of the Senate

LISTON B. RAMSEY

Liston B. Ramsey

Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1981

2

HOUSE JOINT RESOLUTION 890
Second Edition Engrossed 5/19/81

Sponsors: Representatives Tally, Foster and Greenwood; and

Messer.

Referred to: Rules.

April 27, 1981

1 A JOINT RESOLUTION AUTHORIZING THE LEGISLATIVE RESEARCH
2 COMMISSION TO STUDY THE FEASIBILITY OF MAKING THE 12TH GRADE
3 OPTIONAL IN THE PUBLIC SCHOOLS.

4 Whereas, the State Treasurer, a member of the State
5 Board of Education, has suggested that the 12th grade in public
6 schools be abolished; and

7 Whereas, the State faces severe constraints in enacting
8 a budget for the 1981-83 biennium; and

9 Whereas, tax funds could be saved if the 12th grade were
10 required only for students needing to complete graduation
11 requirements; and

12 Whereas, many students complete requirements for high
13 school graduation before entering the 12th grade; and

14 Whereas, many high school students may wish to take
15 courses, to complete high school graduation requirements or after
16 having completed graduation requirements, at community colleges
17 or technical institutes; and

18 Whereas, some students are now afforded the opportunity
19 to enroll at community colleges or technical institutes in
20 addition to high schools; and

21

Whereas, the Departments of Community Colleges and Public Instruction have recognized the need to remove barriers which prevent high school students from taking advantage of North Carolina's Community Colleges and Technical Institutes and are working to remove these barriers;

Now, therefore, be it resolved by the House of Representatives, the Senate concurring:

Section 1. The Legislative Research Commission is authorized to study the feasibility of eliminating the 12th grade from the public school curriculum, the fiscal impact of such a change and how such a change could be financed, the number of states which have eliminated the 12th grade, the degree and nature of the coordination between the State Departments of Community Colleges and Public Instruction, and between local school systems and local community colleges and technical institutes, required to eliminate the 12th grade and any other matters the Commission deems relevant. [H-The Legislative Research Commission is further authorized to study the vocational education program in the public schools, giving attention to the status, growth, future plans, costs, and the overlapping and duplication with the community colleges' programs.] The Commission is authorized to report its findings and recommendations to the 1983 Session of the General Assembly.

Sec. 2. This resolution is effective upon ratification.

APPENDIX C

Name of Committee

Date

VISITORS: Please sign below and return to secretary.

NAME	FIRM OR STATE AGENCY AND ADDRESS
Bernard Allen	NCAE
Loretta Martin	NCAE
Sam Reynolds	NCAE
Thomas Satter	NCP/APA
Mike Latta	NC Advisory Council on Education
Larry Pore	Gov's Office
Stanley Dail	NCAE
Amy Johnson	MJO
Arline Samuels	The Charlotte News
ak Harris	youth involvement office - DOA
Travis Yancy	Office of Policy and Planning
ml Bostick/Johnson	NEA
Paul O Lantz	Director of Voc. Ed Cebarras
Rufus B. Belcher	State Director, Division of Vocational Education
AP	Dist OL
WML	AP
L. L. ...	Press
L. J. ...	DOA

VISITOR REGISTRATION SHEET

LRC - Twelfth Grade Optional

March 12, 1982

Name of Committee

Date

VISITORS: Please sign below and return to secretary.

NAME

FIRM OR STATE AGENCY AND ADDRESS

Pat Ricci	Jayville Observer
Cliff Belcher	SDPI
LARRY BLACE	DEPT OF COMMUNITY COLLEGE
Harlan Boyler	NC STATE Treasurer
Ted Rollins	SDPI
Marion Stallings	NCAE
Leonard Allen	NCAE
Sam Ranzino	NCAE
Stanley Dail	NCAE
Tom Dink	NC PTA
Raymond Sarbaugh	N.C. Assoc. of School Administrators
Ambreen	News & Observer
Gary Poore	Gov's Office
Teresa Chavis	Youth Involvement Office
Mr W. Anderson	Johnston County Schools (Nor CC)
Thomas H. Satter	PRES/ELECT NCP/JAPA - Lenoir Co.
Jack Halem	NC School Boards
Barbara Barrett	see Charlotte News
Mary Beth Jundtson	ag(11)
Fred Bartholomew	Princeton Baptist Church → NC PAPA
Lee Barshon	Princeton High School

Name of Committee

Date

VISITORS: Please sign below and return to secretary.

NAME

FIRM OR STATE AGENCY AND ADDRESS

Nella A. Highfill

Legislative Fiscal Research Div.

Walter Ferguson

State Board of Ed.

Jim North

North Carolina State University

Jerry Beaver

SDPT

Lee Adams

State Budget

Ben Frounberg

Comm. College Post. Act.

Jim Dale

committee - KRC -

Virginia Ryan Doran

N.C. Federation of Teachers

(please send copy of minutes)

APPENDIX D

§ 115C-73

GENERAL STATUTES OF NORTH CAROLINA

§ 115C-74

required in order to comply with minimum teacher requirements for a standard high school as now or hereafter defined and sufficient funds to pay the county's contribution for such teachers to the Teachers' and State Employees' Retirement System of North Carolina, as provided by G.S. 135-8(d) and that said county board of education will employ such teacher or teachers.

For the purpose of providing the funds required by the proviso of this subdivision, the boards of commissioners of the several counties are authorized to appropriate nontax funds, and the several county boards of education are authorized to accept and use privately donated funds.

- (4) The provisions of this section shall not deprive any local board of education of the authority to assign or enroll any and all pupils in schools in accordance with the provisions of G.S. 115C-366(b) and 115C-367 to 115C-370. (1955, c. 1372, art. 8, s. 3; 1981, c. 423, s. 1.)

§ 115C-73. Enlarging tax districts and city units by permanently attaching contiguous property.

The county boards of education with the approval of the State Board of Education may transfer from nontax territory and attach permanently to local tax districts or to city school administrative units, real property contiguous to said local tax districts or city school administrative units, upon the written petition of the owners thereof and the taxpayers of the families living on such real property, and there shall be levied upon the property of each individual in the area so attached, including landowners and tenants, the same tax as is levied upon other property in said district or unit: Provided, that such transfer shall be subject to the approval of the board of education of such city unit or the committee of such tax district, as the case may be: Provided, the petition must be signed by a majority of the persons who are the owners thereof and a majority of the taxpayers of the families living on such real property on the date the petition is filed with the county board of education: Provided, further, that a person or corporation owning only an easement in real property shall not be considered an owner of said property within contemplation of this section: Provided, further that no right of action or defense founded upon the invalidity of such transfer shall be asserted, nor shall the validity of such transfer be open to question in any court upon any ground whatever, except in an action or proceeding commenced within 60 days after the approval of such transfer is given by the State Board of Education.

Any qualified voter residing in the area attached shall be permitted to vote in any election for members of the board of education having jurisdiction over the attached area. (1955, c. 1372, art. 8, s. 4; 1959, c. 573, s. 4; 1971, c. 672; 1973, c. 1155; 1981, c. 423, s. 1.)

§ 115C-74. School system defined.

The school system of each local school administrative unit shall consist of 12 years of study or grades, and shall be graded on the basis of a school year of not less than nine months. The system may be organized in one or two ways as follows: The first eight grades shall be styled the elementary school and the remaining four grades, the high school; or if more practicable, a junior high school may be formed by combining the first year of high school with both the seventh and eighth grades or with the eighth grade alone, and a senior high school which shall comprise the last three years of high school work. For purposes of Title V of the National Defense Education Act of 1958 (Public Law 85-864) the term "secondary school" shall be applicable to grades seven through 12. (1955, c. 1372, art. 1, s. 5; 1959, c. 573, s. 1; 1981, c. 423, s. 1.)

~~poses of school administration. The general administration and supervision of a city administrative unit shall be and shall be under the control of a board of education with a city superintendent as the administrative officer.~~

~~All administrative units, whether city or county, shall be dealt with by the State school authorities in all matters of school administration in the same way.~~

~~Sec. 5. The school system defined. The school system of each county and city administrative unit shall consist of twelve years of study or grades, and shall be graded on the basis of a school year of not less than nine months. The system may be organized in one of two ways as follows: The first eight grades shall be styled the elementary school and the remaining four grades, the high school; or if more practicable, a junior high school may be formed by combining the first year of high school with both the seventh and eighth grades or with the eighth grade alone, and a senior high school which shall comprise the last three years of high school work.~~

Sec. 6. Schools classified and defined. The different types of public schools are classified and defined as follows:

1. An elementary school, that is, a school which embraces a part or all of the eight elementary grades.

2. A high school, that is, a school which embraces a high school department above the elementary grades and which offers at least the minimum high school course of study prescribed by the State Board of Education.

3. A union school, that is, a school which embraces both elementary and high school grades.

4. A junior high school, that is, a school which embraces not more than the first year of high school with not more than the upper two elementary grades.

5. A senior high school, that is, a school which embraces the tenth, eleventh and twelfth grades.

Sec. 7. The term "district" defined. The term "district" here used is defined to mean any convenient territorial division or subdivision of a county, created for the purpose of maintaining within its boundaries one or more public schools. It may include one or more incorporated towns or cities, or parts thereof, or one or more townships, or parts thereof, all of which territory is included in a common boundary. There shall be two different kinds of districts:

1. The nontax district, that is, a territorial division of a county administrative unit under the control of the county board of education, or a city administrative unit under the control of a city board of education, but having no special local tax fund voted by the people for supplementing State and county funds.

2. The local tax district, that is, a territorial division of a county administrative unit under the control of the county board of education, or a city administrative unit under the control of a city board of education but having in addition to State and county funds, a special local tax fund voted by the people for supplementing State and county funds.

Sec. 8. Officials defined. The governing board of a county adminis-

punishable as provided by law in the case of misdemeanors. Nothing herein contained shall prevent any employce from exercising his individual right of franchise in any primary or election. Nothing in this Section shall affect the right of any employce of said commission who is at present a member of the General Assembly from continuing as such member for the duration of such present term."

Voting rights unimpaired.

Effect on present members of General Assembly.

SEC. 4. That Chapter six, Public Laws of one thousand nine hundred and thirty-nine, be further amended by adding a new section, as follows:

Ch. 6. amended further, as to application of Teachers and State Employees Retirement Act.

"SEC. 3½. That no State employce participating in the retirement benefits of this Act shall be eligible to participate in the retirement benefits provided by the Committee Substitute for House Bill Number fifty-two, ratified February seventeenth, one thousand nine hundred and forty-one, known as 'The Teachers and State Employees Retirement System Act'."

SEC. 5. That all laws and clauses of laws in conflict with this Act are hereby repealed.

Conflicting laws repealed.

SEC. 6. That this Act shall be in full force and effect from and after July first, one thousand nine hundred and forty-one.

Effective date.

In the General Assembly read three times and ratified, this the 13th day of March, 1911.

H. B. 115 CHAPTER 158

AN ACT TO PROVIDE FOR THE EXTENSION OF THE PUBLIC SCHOOL SYSTEM TO EMBRACE TWELVE GRADES IN THOSE SCHOOL DISTRICTS REQUESTING THE SAME.

The General Assembly of North Carolina do enact:

SECTION 1. That upon the request of the county board of education or the board of trustees of a city administrative unit, the State School Commission shall provide for the operation of a school system to embrace twelve grades in accordance with such plans as may be promulgated by the State Superintendent of Public Instruction in any high school district for which such request is made at the time the organization statement is submitted.

Operation of public school system to embrace twelve grades authorized, upon request by local unit.

SEC. 2. That when the request for the extension of the system of the public school to embrace twelve grades is submitted as provided in Section one of this Act, the cost of the same shall be paid from the appropriation made for the operation of the State eight months' school term in the same manner and on the same standards, subject to the provisions of this Act, as provided in the "School Machinery Act."

Provision for cost of operating twelve grades.

Application blanks for requesting twelve grades.

SEC. 3. That the State Superintendent of Public Instruction and the State School Commission shall provide the necessary blanks and forms for requesting an extension of the public school system to embrace twelve grades as herein provided, in the organization statements to be submitted by the several administrative units of the State in preparation for the school term of one thousand nine hundred and forty-two - forty-three, and annually thereafter, and the State School Commission shall allot teachers for the school year one thousand nine hundred and forty-two - forty-three for any district heretofore operating a school program embracing twelve grades upon the basis of attendance for the preceding year: Provided, that for any district requesting to operate for the first time a system embracing twelve grades the allotment of teachers shall be based on a fair and equitable estimate of the prospective increase in attendance, as submitted by the requesting unit, and the average attendance for the preceding year.

Allotment of teachers for 1942-43.

Basis.

Basis for schools not previously operating 12 grades.

Use of appropriation for school year, 1941-42.

SEC. 3 1/2. That the appropriation made available for carrying out the provisions of this Act for the school year one thousand nine hundred and forty-one - forty-two shall be used for the expansion of the public school curriculum to embrace twelve grades under rules to be promulgated by the State Superintendent of Public Instruction and the State School Commission, in order that the cost of the twelfth grade may be assumed for the year one thousand nine hundred and forty-two - forty-three as provided by Section three of this Act.

Conflicting laws repealed.

SEC. 4. All laws and clauses of laws in conflict with this Act, to the extent of such conflict only, are hereby repealed.

Effective date.

SEC. 5. This Act shall be in full force and effect from and after July first, one thousand nine hundred and forty-one.

In the General Assembly read three times and ratified, this the 13th day of March, 1941.

H. B. 212

CHAPTER 159

AN ACT TO ESTABLISH DEMONSTRATION OYSTER FARMS IN THE STATE OF NORTH CAROLINA FOR THE PURPOSE OF INVESTIGATING, DEVELOPING AND IMPROVING THE OYSTER AND OTHER SHELLFISH RESOURCES IN THE STATE.

Preamble: Opportunity for development of shellfish resources.

WHEREAS, the shellfish resources offer one of the most promising opportunities for development in the State of North Carolina with possibilities of increasing the source of income for thousands of its citizens; and

Results of studies.

WHEREAS, various studies show that some one million (1,000,000) acres of sound bottoms are capable of producing oysters and

APPENDIX E

WILLIAM MCKAY
CHAIRMAN
FLAT ROCK, N.C.

BOARD OF EDUCATION

HENDERSON COUNTY

GLENN C. MARLOW, SUPERINTENDENT

POST OFFICE BOX 1700

HENDERSONVILLE, N. C. 28793

PHONE 704/692-8251

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TOWAN, N. C.

MRS. FRANK DRAKE
HENDERSONVILLE, N. C.

DWIGHT W. BENNETT
HENDERSONVILLE, N. C.

HARDY B. CALDWELL
FLETCHER, N. C.

E. L. JUSTUS
FLAT ROCK, N. C.

ALEX L. BOOTH, JR.
HENDERSONVILLE N.C.

March 8, 1982

The Honorable Gordon Greenwood
P.O. Box 968
Black Mountain, N.C. 28711

Dear Mr. Greenwood:

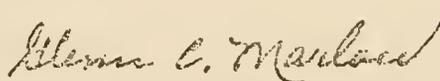
I would like to go on record in opposition to any plans to eliminate the twelfth grade in the schools of North Carolina.

Omitting the twelfth grade would be tantamount to admitting that we, as a state, are willing to settle for a minimal educational experience for our youth. It is possible that the graduation requirements of some local education agencies could be completed in three years; however, these requirements are for a program which prepares only for minimal functioning in our society. It is the opportunity for additional study beyond these basic skills that prepares young people to function fully, to live enriched lives, and to reach their individual potential.

Cultural arts, healthful living, and vocational programs would be likely to suffer greatly with such a reduction in program. Our school system would lose approximately 600 students and some 25 teaching positions.

If our goal is to save money, then why not eliminate the eleventh grade as well as the twelfth and allow students to graduate upon reaching the age when attendance is no longer compulsory? If our goal is to graduate students who are prepared to function fully in our society, then we must retain our twelfth-grade program.

Sincerely,



Glenn C. Marlow
Superintendent

SWW

Hendersonville City Schools

OFFICE OF THE SUPERINTENDENT

POST OFFICE BOX 340

Hendersonville North Carolina

28793

March 8, 1982

Mr. Gordon Greenwood
P.O. Box 418
Black Mountain, NC 28711

Dear Gordon:

Just a short note to say thank you for the information you sent me as requested, and to inform you of our feelings concerning the 12th grade.

We feel the general assemble would be making a mistake if the 12th grade was dropped or made optional for N.C. students. We oppose this legislation at the present time.

Sincerely,



Billy G. Bates
Superintendent

v1

E-2

BOARD OF EDUCATION:

BOYD B. MASSAGEE, JR. - CHAIRMAN, G. RAY CANTRELL - VICE CHAIRMAN, FRANK W. EWBANK, JOHNNIE L. LANDRUM,
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TRANSYLVANIA COUNTY SCHOOLS

OFFICE OF THE SUPERINTENDENT

EDUCATION CENTER
BREVARD, N. C. 28712

March 8, 1982

The Honorable Gordon
N. C. House of Representatives
Legislative Building
Raleigh, NC 27611

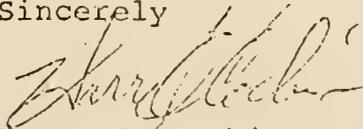
Dear Mr. Greenwood

I wish to direct this correspondence to the attention of the Legislative Study Commission which is studying the feasibility of making the 12th grade optional in the public schools. The following points are made in support of continuation of the 12th grade and all others which are now included in the K-12 organization of public schools in North Carolina.

- The inclusion of a large number of younger individuals in a tight job market would tend to impact adversely on what is presently a critical problem.
- Post secondary opportunities would likely not accommodate the increased number of qualified high school graduates.
- The Transylvania County Board of Education provides the options for students to complete their high school education in three years. During the past three years, 1981-82 included, the percentage of students meeting these requirements through excelleration has ranged from 0 to a high of 4.

In my opinion, the young people of North Carolina and the State itself will be better served through refinement, not demise, of instructional programs.

Sincerely



Harry C. Corbin
Superintendent

HCC/aa

January 21, 1932
Representative Gordon Greenwood
Page 3

The Future Shock characteristics of our society certainly support home and school structure, experiences and preparation at least through the twelfth grade to enable students to leave the public schools with knowledge, skills, maturity and good judgment to pursue productive directions.

NAM:s

II. Social Impact.

The elimination of the twelfth grade would mean graduating students who are primarily 16 and 17 years of age rather than 17 and 18. The issues of employment opportunities and community impact would be of significant importance. Industry balks at hiring young people for safety-insurance and maturity reasons. In addition, students need to be 17 years old to enroll in the military. The highest unemployment rate is among teenagers, both black and white. This would certainly cause a significant rise in the rate of unemployment.

III. Developmental Considerations.

Many counselors cite immaturity and socio-emotional development as crucial issues related to earlier graduation. The full four-year high school curriculum affords students the opportunity to make appropriate transition and adjustment to the high school setting, receive basic skill development, develop a course of study along either vocational or academic orientations, and experience planning responsibilities and decisions regarding their futures. Student acquisition of responsibility and independence is combined with their increased motivation and ability to plan for themselves and their futures, and apply themselves to be successful along the ways they want to proceed. Their development tasks must be accomplished for transition into either the world of work or higher education. It is also important to note that the additional year for students affords more of them the opportunity for expanded cognitive development necessary for productive abstract thinking and an individual's ability to think about future situations.

BUNCOMBE COUNTY PUBLIC SCHOOLS
Office of the Superintendent

Board of Education

Dr. Roger A. James, Chairman
Mr. E.F. Caldwell
Mr. John W. Carroll

P. O. Box 7557
Asheville, N. C. 28807
(704) 255-5619

Mr. T.C. DeVeece
Mr. Russell Knight
Mr. Bruce D. Pike
Ms. Jane G. Smith

January 21, 1982

MEMO TO: REPRESENTATIVE GORDON GREENWOOD
FROM: N. A. MILLER, SUPERINTENDENT *N.A. Miller*
SUBJECT: CONSIDERATION OF THE ELIMINATION OF THE TWELFTH GRADE

In response to our brief discussion regarding the possible elimination of the twelfth grade in public schools, I offer the following comments:

1. Curriculum - Preparation Considerations.

Eliminating the twelfth grade would require drastic curriculum modifications in college preparatory and vocational programs.

A. College Preparatory

How to provide requirements necessary for entrance into higher education, especially the more competitive schools.

Many representatives of higher education indicate that many students are not prepared or ready to make the socio-emotional adjustment.

B. Vocational Education

How to provide adequate vocational training experiences for students entering the world of work. This would also place more young people on the job market and create more unemployment.

NORTH CAROLINA ASSOCIATION OF EDUCATORS

SUPPORT FOR

CONTINUATION OF THE TWELFTH GRADE PROGRAM

The North Carolina Association of Educators maintains full support for the comprehensive high school program, including the current requirements for a mandatory twelfth grade. Any effort to undermine the commitment of our citizens to a strong kindergarten through twelfth grade public school program must be immediately halted. The great economic and social gains this state has made in the past twenty years has resulted from an unswerving belief in a strong public school system. The NCAE will stand with the rest of the citizens of this state in affirming that education is the key to personal development and to the long-range progress of North Carolina.

The following reasons undergird our commitment to a strong kindergarten through twelfth grade public school program:

First, more North Carolina young people are benefiting from increased educational opportunities than ever before in the history of our state. Major efforts are underway to improve the North Carolina graduation rate, at least to the national average which stands at approximately 80%. Our current attempts to reduce the North Carolina drop-out rate are aimed at an estimated 7.8% of our high school pupils who drop out during any single year (28,090 students, 1979-80). According to Dr. Bryant Lindsey, Director of the National Model Dropout Program in Carthage, the state's true dropout rates are probably less than half the rates commonly reported and have been continually declining. These gains have not occurred by accident. They are the result of diligence and dedication of the educators in the schools and the taxpayers who invest in the programs.

Second, North Carolina has been a leader in the nationwide effort to increase the flexibility and diversity of the high school curriculum, including the extended day concept and the cooperative arrangements for offering college-level courses on high school campuses. Alternative schools established in 72 of the 143 systems have provided opportunities for students to participate in the full high school program at those times of the day which best meet their individual needs. Cooperative agreements with community colleges, institutions of higher education, and the business community provide students with numerous options in earning their school requirements in a variety of educational settings.

Moreover, at a time when the state is increasing the number of required units for high school graduation, it would be impractical to decrease the amount of time in which to acquire them. Additional high school credits are being proposed in social studies, science, and mathematics. The removal of support for the twelfth grade would run counter to the concerted efforts of professionals and the general public to upgrade the standards and expectations for our youth. To suggest to our young people that the twelfth grade be optional belies the understanding in this nation that education is the key to achievement of an individual's fullest potential.

Third, an optional twelfth grade would further erode the funding level of our schools through a voluntary loss in the average daily membership. Such a loss will guarantee that a full array of academic and vocational programs will not be available in the public schools. Students will be forced to look elsewhere for their continued education. In some counties in our state, the establishment of comprehensive high schools has not yet been accomplished. To allow a further and unnecessary decline in enrollment in the K-12 program in the North Carolina public schools would impede the full development of the comprehensive high schools, especially in our less affluent counties.

Fourth, with North Carolina's thrust toward high technology jobs, the state cannot sacrifice the career opportunities for our citizens by diminishing our overall K-12 educational program nor by demeaning the value of a high school diploma. With the nation's unemployment rate standing at 8.8% in February, we in North Carolina cannot reduce our efforts to provide the best training possible for those young people now trying to enter the job market. Teenagers in particular bear a disproportionate share of the unemployment burden. For all teens 16 to 19 in the state, the unemployment rate in June, 1981, was 18.6%. For non-white teens, it was 30.9%. In 1980, Governor James B. Hunt proposed that North Carolina begin taking steps to ensure that the state's working men and women have the skills necessary to work at the highly skilled, high-wage jobs that are coming into the state. "The public high school is not only the primary source of new entrants into our labor force," he stated. "A high school diploma is the first essential step toward developing the skills needed to work in a high-wage industry." We in the public schools agree. We are working to achieve that goal.

The North Carolina Association of Educators calls upon you to reject the concept of an optional twelfth grade and to continue full support of the kindergarten through twelfth grade public school program for the children of North Carolina.

March 12, 1982

North Carolina Association of School Administrators

P.O. Box 1620, Raleigh, North Carolina 27602 919-826-1425

Larry Siles, President

Raymond L. Sarbaugh, Executive Director

STATEMENT
TO
LEGISLATIVE RESEARCH COMMISSION

FEASIBILITY OF MAKING
THE
TWELFTH GRADE OPTIONAL

I am Raymond Sarbaugh, Executive Director of the North Carolina Association of School Administrators, an Association made up of nearly 2,000 of the administrators and supervisors who provide leadership to the public schools of our state. We are well aware of the serious problems of government at every level in attempting to maintain a high level of services in the present economic climate. Public school leaders at this very moment are facing substantial reductions in federal funding and a discouraging forecast from the state and local levels. At the same time, they are struggling with resources which have not nearly kept pace with the rate of inflation and they are dealing with a public whose expectations are for continued improvement in the quality of education.

School administrators recognize the need to get the most value possible for every tax dollar and realize that in the present economic situation some belt-tightening and conservation measures are essential. We believe, however, that making the twelfth grade optional is an idea whose time has not come.

It is true that there are students who complete their graduation requirements before entering grade 12. Some of these students may wish to take courses at the community college or technical institute and others may wish to move on to the university level. For some, these options may well be highly desirable and the opportunity for them to do so ought to be available, and is in many school systems in the state.

But these instances represent the exception, not the rule. At a time when graduation requirements are being increased at both state and local levels, most young people need the twelfth year -- and some need more -- to complete their required courses.

In addition, high school is the end of formal education for many students who are going directly into the labor market. Along with meeting graduation requirements, they need to develop some salable skills in vocationally oriented programs.

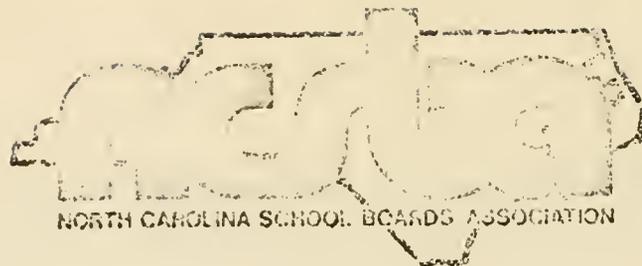
The added year of maturity is also very important for most young people. Experienced school administrators will tell you, nearly unanimously, that junior boys and girls become young adults during that senior year.

We fear that a decision to make the twelfth grade optional would be seen as a statement that it is not really necessary or important by that substantial majority of students for whom it is crucially important.

In summary, opportunities should be provided for the few whose abilities, goals, and maturity make them ready to move at an accelerated rate. But for most, completion of graduation requirements, development of salable skills and consumer

competence, and achievement of the social skills and maturity which a young adult needs -- these things are a big order even with a twelfth grade. The State of North Carolina should not encourage young people to shortcut it.

Raymond L. Serbaugh
Executive Director
North Carolina Association
of School Administrators



NORTH CAROLINA SCHOOL BOARDS ASSOCIATION

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ICE PRESIDENT
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Gene Causby
Executive Director

"YOUR PUBLIC SCHOOLS: COMMITTED TO EXCELLENCE"

March 12, 1982

Statement to: Legislative Research Commission
Study Committed on an Optional 12th Grade

By: Gene Causby, Executive Director
N. C. School Boards Association

On behalf of the North Carolina School Boards Association, I would like to extend my appreciation for the opportunity to share our position on this very important issue.

The reasons for this study as stated in HJR 890 are significant and deserve sincere consideration. However, for the following reasons the N. C. School Boards Association must support retention of the 12th grade as a requirement for graduation from public school:

- Since the N. C. law only requires that a person attend school between the ages of seven and sixteen years, there are presently a number of teenagers who drop out at age 16
 - unprepared for the complex world in which we live. These youngsters, almost without exception, do themselves and society a disservice by becoming a dropout. This is clearly stated in the Legislative Research Commission Public School Dropout Study. To make 12th grade optional would only encourage another group of young people to leave secondary school earlier, still immature and most unprepared for either the labor market or the schools of higher education.
- The unemployment rate in North Carolina as well as the United States is clearly a serious problem and promises to get worse. Putting more youngsters in the job market will only increase the number of unemployed. Statistics show that the rate of unemployment is highest among teens and the early 20's.

ALBERT COATES LOCAL GOVERNMENT CENTER

215 N. DAWSON STREET • P.O. BOX 2476 • KALEIGH, NORTH CAROLINA 27602 • TELEPHONE 919/832-7024

- Probably, most significantly, the basic requirements for being prepared to live in today's society are increasing, not decreasing. Some examples are the increase in the amount of technical equipment everywhere we go--our homes, businesses, schools, etc. Also, laws governing society and its people are becoming more complex and are affecting an increasing number of areas of our lives. Additionally, the "red tape" and paperwork required to maintain a relatively simple life style is almost prohibitive. All of this is meant to say that the amount of education necessary to live in our society is increasing, not decreasing.

This is not to say that we believe that the 12th year cannot be improved. As most of you are aware the Advanced Placement Program is a good one and growing. We do have some examples of excellent cooperation between public schools and community colleges and technical institutes that give more meaning and purpose to the 12th year for a number of students.

It is entirely possible that much more could be done.

- It may be that the number of course credits for graduation should be increased.
- Surely the coordination of program in secondary schools and institutions of higher education could be better. Efforts in this area are needed at all levels. The potential of shared uses of facilities, equipment and personnel is just too great not to seek every way possible to maximize that potential.

While we urge the retention of the 12th grade, we welcome any efforts to improve its quality and pledge ourselves to work to that end.

GC:lc

Thank you Mr. Chairman, Honorable Members of the Committee,

Thank you for giving me the opportunity to appear before you today. I wish to state that I am officially representing the N.C. Principal/Assistant Principals Association and unofficially I am speaking for many other parents, teachers and students across North Carolina. To say that we are concerned about this study of doing away with the 12th grade in the high schools in N.C. would be an understatement. We are not just concerned, we are deeply grieved and disappointed that this idea has ever been proposed. In this year of 1982; in this, the most complex society ever known to man; in this time of information EXPLOSION, legislators and educators must realize the NEED for an expansion of the curriculum that is mandatory for a good high school education. The appeal should be for more not less intensive training in the public schools.

Statistics compiled by the Research Division of the State Department of Public Instruction to put before students in the next few years is predicting an outburst in educational information. The increase in knowledge previously has doubled every 10 years. Now it is predicted that it will have multiplied four times by the year 2000. By 1990, it is predicted there will be 700,000 new jobs in North Carolina requiring mastery of the 3 R's plus computer literacy and visual literacy. If a student studied chemistry for 16 hours each day for 1 year, he would be behind 100 years in the new technology. The demand will be greater and greater for communication skills, for problem solving skills, that require a higher level of thinking, maturity, and knowledge for the student to be "functionally literate". More INTENSIVE time will be needed in the classrooms of our public schools. Rather than eliminating the 12th grade, perhaps the enthusiastic educators should be considering adding the 13th grade. We don't need to "cripple" children. We don't need to go backward. We must move forward.

I am aware of every reason being given for doing away with the 12th grade but the main one is that of finances. Now, I must ask WHY? Why the 12th grade in the public schools? Aren't there other places to cut? Let me suggest, instead of doing away with the 12th grade, do away with the senior year of college, or do away with graduate school at the University of N.C., N.C. State, or any of the fine colleges and universities that we have in N.C. Take a year off our community colleges and technical institutes. Why is it that our high schools are to be singled out and 17 and 18 year old be penalized any more than any other institution?

Here are a few reasons why we as principals across the state and many others feel that the 12th grade should not be deleted but should be kept in the present educational structure of the public schools in N.C.

1. Maturity is the most important factor. We the people of North Carolina, who are entrusted with our most precious resource (our children) would be putting 16 and 17 year old young people into society without the maturity to deal with sociological, psychological and educational expectations. We do not need to send students to college at the age of 16 or 17 years old. Most and I emphasize most of these students cannot cope with college life at the age of 16 and 17. They are too immature. We do not need to send students out into the working world at this age looking for career opportunities. They are not mature enough to handle most of these jobs, especially some of the more skilled areas and especially some of the more dangerous jobs. In addition to this, what happens to these students with the job market as tight as it is now? What happens to the children who are 16 and 17 years old who have finished high school, but there are not jobs available for them? What are they going to do?

2. To do away with the 12th grade, will mean eliminating the students who are the role models for our freshmen, sophomores, and juniors. The seniors set the "tone" of a school. They are our best leaders. They need this year to demonstrate this leadership.

3. Another reason is the high school diploma would be devalued and down graded. Students would not have received training in the most important year of school; therefore, it would make it impossible for North Carolina students to compete in college or the work force with other students in the nation because ALL other states have 12 years of public school training.

4. The broad curriculum which we now have would be shrunk into a curriculum of 11 years of formal training instead of 12. There would be fewer advanced courses and elective courses that are advantageous to our BEST students. Students welcome the opportunity to get into college preparatory courses and develop more skills and broaden their perspectives before diving into college or full-time employment.

5. If the 12th grade is eliminated, it would drastically hinder the entire transportation system (school buses) as we know it today. We have just undergone public and legislative scrutiny of bus drivers throughout the state with the explicit purpose of getting the oldest and most experienced students operating our buses. This will automatically put younger and more inexperienced drivers at the helm of these buses.

6. Another liability is our athletic programs. Can you imagine what would happen to the athletic programs of high schools across this state? It would lessen the chance of athletes to compete favorably for scholarships due to 3 years of opportunity to participate on a secondary level compared to other athletes with an additional year of high school experience.

7. Our entire vocational program, as we know it today, would be hampered. It costs more to fund a student to go into the technical institute or technical college for one year in this state than it does to fund a student going to one year of high school. It cost \$20,000 for one person to be incarcerated in our penal institution for one year as opposed to approximately \$2,000 per year to keep a student in public school to give him a better education, and to try to make him a better self-supporting and contributing citizen.

8. One of the complaints we hear throughout this state is that the industry and the "working world" are requiring better mastery of reading, writing, and math skills. Well, this takes away a complete year of reading, writing, math, science, band, art, and chorus plus the vocational courses that a student would have an opportunity to take. Now ladies and gentlemen, I could go on and on, however I have given you eight reasons why we think that it is most important that we keep the 12th year of our public school intact.

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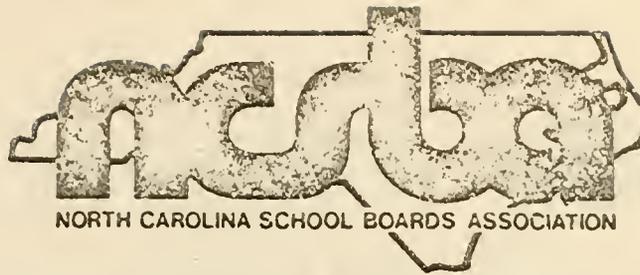
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NORTH CAROLINA SCHOOL BOARDS ASSOCIATION

"YOUR PUBLIC SCHOOLS: COMMITTED TO EXCELLENCE"

Gene Causby
Executive Director

October 26, 1982

Sarah Fuerst, Counsel to the Committee
Legislative Research Commission
State Legislative Building
Raleigh, North Carolina 27611

Dear Sarah:

Thank you for your memo about the 12th grade optional committee meeting.

I regret that NCSBA will not be represented because Gene Causby, Ed Dunlap, and I have previous commitments we must keep.

However, in response to your invitation to make suggestions as to how 12th grade can be improved, how it has been improved and how it can be further improved; let me share the following.

1. There are in this state many exemplary programs related to the improvement of 12th grade. We urge the committee to examine them and encourage sharing and expansion of these programs.
2. Our society is changing at a phenomenal speed and at the same time, the requirements necessary to function effectively are increasing. We feel that many of these requirements must be fulfilled in the public schools, many in the 12th grade. We urge the Committee to recommend that legislative support be given to requests that will improve the 12th grade curriculum and the quality of personnel delivering the curriculum. This in turn will not only make the time in the 12th grade more useful but make it more attractive to students who may otherwise drop out.
3. We urge the committee to involve the state board of education in the process of determining what improvements ought to be made in the 12th grade. Then a careful assessment of who ought to make which decisions should be made. Local boards should be allowed as much flexibility as possible.

ALBERT COATES LOCAL GOVERNMENT CENTER

215 N. DAWSON STREET • P.O. BOX 2476 • RALEIGH, NORTH CAROLINA 27602 • TELEPHONE 919/832-7024

Sarah Fuerst
October 26, 1982
Page two

4. We are aware that the State Board of Education is undergoing a comprehensive study of curriculum requirements for graduation. Encompassed in this study are recommendations that the number of credit units for graduation increase. To our knowledge, very few local boards oppose this idea: as a matter of fact at least 50 systems across the state already require more than 18 units and one unit requires as many as 22 units of credit to graduate. There is a broad sentiment for allowing the local boards to decide what areas of the curriculum units would increase.

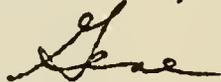
Before it is automatically assumed that additional personnel would be required, we request that a close look be given to the systems that already have more than 18 units requirement to see what their experience has been.

5. Opportunities for Advanced Placement into our universities are increasing. This involves a strong cooperative effort between high schools and universities. Advanced Placement allows a 12th grade student to obtain certain college credits prior to entering college therefore giving them a head start in college. We request that the committee urge expansion of the Advanced Placement programs throughout the state

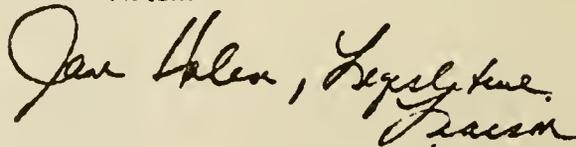
Local boards of education are keenly aware that we need to be at the cutting edge of changes to adapt to the needs of an ever increasingly complex society. We will stay alert to reasonable demands and suggestions made in order to improve 12th grade.

Sincerely,

Gene Causby



Jan Holen



GC:JH:lew

Presentation by
Loretta M. Martin
President
North Carolina Association of Educators

RETAINING THE TWELFTH GRADE

Mr. Chairman, members of the Legislative Research Committee. I am Loretta Martin representing the North Carolina Association of Educators. I appreciate the opportunity of presenting ideas concerning the improvement of the twelfth grade.

Your preliminary decision to continue the twelfth grade while reassessing and evaluating it is, I believe, a sound one. I say this because a June, 1981, report from the State Board of Education's Controller's Office showed that twelfth graders in 104 high schools in 31 of North Carolina's 143 school systems were carrying for credit an average of five courses each. Of the 28,447 twelfth graders sampled, 5,179 were enrolled in work-study.

Last year 61 percent of our 70,168 graduates enrolled in two or four year institutions of higher learning while 39 percent went directly to work or military service. The comprehensive high school is doing a better job today than ever before in meeting the needs of students in preparing them for further study or for immediate employment in the job market, and I believe these statistics bear that fact.

It would stand to reason, it seems to me, that the rapid explosion of technology in our world today would require more, not less, education for our high school students. While we are graduating potential scientists, engineers and technicians of the quality our country needs, we aren't graduating enough. If ever there was a time when more education and not less was needed, the time is now.

Japanese high school students take six years of science and math, one year of calculus, and six years of English. The Japanese educate twice as many engineers as we do with half our total population. In the U. S., only half of all high school graduates take eleventh or twelfth grade math or science.

Graduates of North Carolina high schools in the next five to ten years will need not only good basic skills that are adaptable to a rapidly changing world, but also more specialized skills in order to meet entry job requirements. Knowledge of computer programming and operation is now a specialized skill and will probably be viewed as a basic skill requirement in the next few years.

Over the past several years an increased emphasis on vocational education has made possible the school's ability to meet more individual student needs than ever before. And more recently the extended day programs have further decreased school drop outs. But the drop out rate is still too high. If only one student drops out, that is one human resource not adequately prepared for a rapidly changing world.

The public high schools of North Carolina must provide better curricula offerings and materials for the students of the 1980's. This will be more likely to occur if our high school faculties are large enough to offer a diversified curriculum based on student and community needs. High schools with 400 or less students simply cannot do this. Consolidation of smaller schools in close geographic proximity must be considered.

Emphasis on work-study programs must not be lessened. There is a real need for businesses in the community to take an interest in the quality of the school system. In too many areas the partnership between the school system and business community has yet to take place. Students in work-study programs can develop marketable skills for the specialized jobs created by our rapidly expanding technology.

I would like to see local school systems encouraged by the State Board of Education and SDPI to renew and/or initiate plans for more and better working relationships with the business community.

Just as high schools benefit from the support of the business community, they also benefit from parental support for and commitment to additional study. Parents who expect and demand of their children in academic performance, help

to inspire their children to excell and they contribute to the effectiveness of the twelfth grade and all grades leading up to that point. Local school systems must not leave this to chance but rather they should begin immediately to develop proposals for working with parents. When learning is a top priority with parents, it will, in most cases, be top priority with their children.

I would like to pretend that we could further improve the effectiveness of the twelfth grade without money. But that is not the case. This expanding technology that is changing our world and that of our students so rapidly is full of new gadgets, equipment, and machinery.

If my students are to learn word processing methods, they need the equipment on which to practice. To learn just the basics, an electronic typewriter is a minimum. It's cost is \$4,000. Multiply that times 650 high schools around the state. And in the business department of my high school are manual typewriters. That is comparable to teaching a student to drive a car by using a horse and buggy. My high school has a System 32 Computer that cost \$30,000. Most high schools don't have a System 32. Every high school doesn't have to have a System 32, but every high school should have data processing equipment of some type.

Students live in a real world with real technological advances, their schools should and must resemble the real world. If not, we have shortchanged them. I applaud you for your decision to recommend keeping the twelfth grade. We need further enhancement of the educational opportunities available, not a lessening.

May I express to you my appreciation for the opportunity to share these recommendations with you.

A LOOK AT THE TWELFTH GRADE

According to my understanding, this study is to be concerned with the role of the twelfth grade in today's educational system in North Carolina. I want it understood at the very beginning that I am not opposed to the twelfth grade or am I fostering the elimination of the twelfth grade in our public schools. I do think that the twelfth grade has not been wisely used in many school districts. A number of people in my district have questioned the purpose of the twelfth grade.

For a majority of students in many schools the twelfth grade is not a year devoted to study and mastery of a good secondary education. Rather it is a year for wage earning or for playing and socializing. Naturally in such a situation students lose their good study habits and cease to concentrate on their educational opportunities and goals.

In some counties the twelfth grade is used as a work pool by industry. In my opinion an educational institution on the secondary level should not become an employment agency.

With finances becoming as tight as all predictions indicate and with our state facing restraints in enacting a budget for the next biennium, we must be prudent with expenditures in our educational efforts.

Attendance has become a major problem in many senior high schools. Poor attendance on a student's part indicates that he is no longer in earnest about his school work. Other phases of life have become more important to him. By age eighteen certain types of students are tired of going to school. They are ready to close their books and move into other areas.

In looking at the twelfth grade situation, it is almost impossible to ignore or omit curriculum and I apologize for some remarks I may make regarding curriculum. It appears in many school districts that a student can reach his senior year needing only one subject required for his graduation -- namely Senior English or English IV.

Just this week in my little hometown restaurant a waitress asked me, "Is North Carolina going to do away with the twelfth grade?" I tried to explain to her the role of this study commission.

"I'm interested," she said, "for I have a son who is in the twelfth grade. He leaves school after fourth period to hold down a full time job. He is also paying for a car."

I inquired, "how many subjects is he taking this year?"

"English IV and three hours of auto mechanics," she answered.

"Does he intend to be an auto mechanic"? I questioned.

"Oh, No!" was her quick reply. "My son plans to go to college."

This case typifies many similar situations found throughout our schools. Whether such a situation be good or whether it be bad, we have to admit that such cases are widespread.

Almost every college and university today is wasting students' time with remedial programs at the freshman level. Why couldn't remedial classes be incorporated at the twelfth grade level saving precious time on the students part and money on the state's part?

The bright students after meeting certain rather rigid requirements can now enroll in our community colleges as early as age sixteen. An arrangement such as this will create a "bone of contention" because of monies involved in FTEs. Such a policy or plan could be construed as "double dipping." However, I feel the idea is excellent, if the high schools and community colleges can agree as to which institutions receive the funds.

Louisiana State University's reading level for her freshman classes is sixth grade. Perhaps we should question the reading levels of freshman classes in our own state university system. In this great land of opportunity are we truly educating our young people? Why are automobile manuals written at the sixth and seventh grade levels? And why is it necessary that the public schools of North Carolina have mandatory competency tests? We must strengthen our secondary educational program and it behooves us to look at the twelfth grade.

According to my understanding, it was during the 1942-43 school year that the state first allotted teachers to those school administrative units which made a special request for "an extension of the public school term to embrace twelve grades." However, there was no statutory requirement that twelve grades be included. It was in the 1955 Session Laws (Chapter 1372) that the statutory requirement first appeared -- "The school system of each county and city administrative unit shall consist of twelve years of study or grades."

From all the information I can find, the reason for the twelfth grade was to place an extra grade between the seventh and eighth grades. In other words to divide seventh grade subject material into two years of study instead of one, thus strengthening basic skills of all students and particularly those of the potential drop-out who could leave school at age fourteen, the compulsory school age at that time. As we know the compulsory school age was later extended to age sixteen. The level of subjects taught in the high school was not raised, and the number of units required for graduation was not increased. Thus a student taking a normal load of subjects today can arrive at his senior year with only one required subject left - English IV. And here is where our problem started.

Let us think for a moment about some of the many new educational programs initiated since the establishment of the twelfth grade. For example:

The 1957 General Assembly established a system of community colleges. Also, in 1957 a system of industrial centers was established under the State Board of Education. In 1963 the two systems were consolidated by the State Board of Education into the Department of Community Colleges. In 1961-62 a statewide program for Exceptionally Talented Children was established. In 1973 we find the establishment of a statewide public kindergarten to be phased in over a six year period to be completed in 1978-79. Today North Carolina public schools consist of thirteen levels instead of twelve levels of education. Schools also have Learning

Disability classes, Special Education classes, Extended Day programs and a number of vocational programs such as Industrial Cooperative Training (ICT), Distributive Education (DE), and Cooperative Office Opportunity (COO). Today there are fifty-eight community colleges and technical institutions scattered throughout the state. In 1982 does a need still exist for a twelfth grade in every high school? Is there a overlapping of programs today?

Progress is always hard. When inquiry is made into a situation such as we are studying, many people rush to defend the established way. I did not call for this study, but in my eighteen years as Chairman of a School Board, I have witnessed the development of the problem we have come here to study. Since we are faced with a very tight money situation, we must study where we can best strengthen our educational system.

I feel school administrative units should be monitored regarding the use of the twelfth grade. This is not to say -- call for a report from the superintendent of each school district. Instead a panel should be formed -- its composition to include interested businessmen as well as educators.

This study of ours has already had some concrete effect. In my home county the school board is strengthening its requirements for graduation with three types of diplomas being offered. However, seniors will still be allowed to leave school at noon.

Another school system which has had only 5% of seniors making use of the full school day with 50% driving away to full time jobs has, because of pressure from parents, increased the number of required units for next year's graduation. For the coming school year this system will require their students to be in school for six periods a day.

As I have already stated, it is not my desire to abolish the twelfth grade or even to make it optional. I want to see it used to the fullest. We spend a great deal of money to educate our young people and they deserve a greater challenge than they are receiving in many instances.

I appreciate the opportunity given me to make the above statements.
Representative D. R. Mauney, Jr.
38th House District

APPENDIX F

N. C. STATE BOARD OF EDUCATION
 CONTROLLER'S OFFICE
 DIVISION OF STATISTICAL SERVICES

November 18, 1982

1982 HIGH SCHOOL DUAL ENROLLMENT AND TWELFTH GRADE
 COURSE PARTICIPATION STUDY HIGHLIGHTS - PRELIMINARY RESULTS

Of the 320 high schools, 295 returned their survey forms. Initial edit revealed that some of the data on the returned forms are incorrect or incomplete. The effect of errors is not uniform on all questions on the survey. Therefore, the total numbers of usable returns are not the same for each of the questions.

The results reported below are based on verified returns only. However, when the study is complete and necessary corrections are made, the final results will, in all likelihood, not be very different than those below.

The first part of the survey was designed to answer questions about the twelfth grade students in high schools. The questions and the response summaries are as follows:

(1) What is the course workload of seniors in high schools?

<u>Units Carried</u>	<u># of Seniors</u>	<u>Percent of Seniors</u>
1	88	0.16
2	224	0.41
3	1,839	3.42
4	9,253	17.20
5	24,163	44.90
6	17,698	32.90
7	545	1.01

The table above is based on the correct returns for 53,840 seniors (77 percent of all seniors). It indicates that 94 percent of the seniors are carrying four or more courses in their senior year. 96

(2) What is the typical work load of a senior in each school?

<u>Course Load of a Typical Senior in the School</u>	<u>Number of Schools</u>	<u>Percent of Schools</u>
1*	2	0.77
2*	1	0.39
3	4	1.54
4	30	11.53
5	150	57.69
6	73	28.08

The table above is based on 260 high schools. In 150 of these schools, typical workload of a senior was five course units. In 97 percent of the schools, the typical workload for a senior was four or more courses.

* These are special schools such as hospital schools, career centers, etc.

- (3) How many of the 18 courses required by the state are completed by the students at the time they enter their senior year?

<u>Units Completed</u>	<u>Number of Students</u>	<u>Percent of All Seniors</u>
12	1,977	3.67
13	4,125	7.67
14	8,116	15.08
15	13,471	25.03
16	13,055	24.26
17	12,342	22.94
18	724	1.35

Fifty-one percent of the seniors have to take three or more courses in their senior year to complete the minimum state requirements for high school graduation. Some of the students in the last category are those that repeat the twelfth grade and others are advanced students who completed their requirements early.

The second part of the survey dealt with issues related to the dual enrollments in community colleges. The student population involved is all high school students in grades 9-12.

Of the 292 schools that sent in usable responses, 167 schools have no students in community colleges. The other 125 high schools have 484 students enrolled in community colleges; they are attending 540 courses.

- (4) Who are taking the courses in Community Colleges?

<u>Grade of Student</u>	<u>No. Being Taken for H. S. Credit</u>	<u>No. Being Taken Without Credit</u>	<u>Total Courses</u>
9	1	0	1
10	19	0	19
11	81	1	82
12	431	7	432

Eighty-one percent of the courses are being taken by seniors for credit towards high school graduation. Ninety-six percent of the courses are being taken by juniors and seniors.

- (5) Who pays the tuition for the courses taken in Community Colleges?

Only for 41 of the 540 courses are there contractual agreements between community colleges and the public high schools. These are usually for vocational education courses for schools too small to provide the courses. The students themselves pay the tuition for 92 percent of the courses taken in community colleges.

- (6) What is the average number of high school courses carried by the students taking courses in community colleges?

Average number of high school courses taken concurrent with community college courses is 4.8 (with a range of 0-7 and standard dev: 1.33).

- (7) What are the courses attended and how many students are attending them?

APPENDIX G

ARTICULATION OF SECONDARY/POST-SECONDARY
VOCATIONAL/TECHNICAL EDUCATION PROGRAMS
A REPORT

Submitted By:

Joint Committee on Articulation
North Carolina Council of Local Administrators
A division of the North Carolina Vocational Association
North Carolina Association of Community
College Instructional Administrators
March, 1982

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INTRODUCTION

During the past decade the concept of "articulation" has received a great deal of attention. Policy announcements by the State Board of Education, speaking for both community colleges and secondary schools; in-depth analysis by the Federal and State legislatures; and research studies at all levels of education, have focused on the subject quite extensively. However, there is significant progress yet to be made in articulating secondary vocational education programs with corresponding programs in community and technical colleges on a statewide basis. To be successful, the primary thrust for this effort must meet student needs and be focused at the local level.

With growth in enrollment and program offerings within vocational and technical education in community and technical colleges and secondary schools more students are transferring from one institution to another. Unnecessary barriers often block the way of students moving from one institution or institutional level to another in pursuit of a career. Inconsistencies in procedures related to transfer among institutions and between levels have hampered the continued growth of articulated programs for students within the public secondary schools and community colleges.

The increasing demand for higher levels of technological skills in the nation's work force, as well as an increased emphasis on accountability, has combined with the present economic situation to demand that these delivery systems for vocational and technical education work more closely together. "Cost-effectiveness" and "educational efficiency" are now extremely important concepts in educational and political circles.

Successful articulation efforts can be identified throughout North Carolina. These efforts need to be extensively expanded in scope and carefully planned so that students and taxpayers will have a more cost effective and efficient system of vocational/technical education. While it is important that state agencies cooperate and support articulation efforts, it is clear that successful articulation will occur primarily at the local level. The purpose of this report is to encourage and strengthen articulation between the local secondary vocational education programs and corresponding programs in community and technical colleges on a statewide basis.

DEFINITION OF ARTICULATION AND RELATED TERMS

Articulation may be defined as the result of policies and procedures which provide for:

- (1) the alignment of programs between and among high schools and institutions of the Community College System;
 - (2) the acquisition of skills and other related information to insure a smooth transition through the various educational levels;
 - (3) the elimination of unnecessary delay and duplication of effort in the transition from one educational level to another; and
 - (4) the enhancement of cooperation and unity among the educational institutions, business and industry, and communities at both the state and local levels.
- (McCormick, 1980)

A supporting definition has also been stated by Cone and Hardy as follows:

Articulation can be characterized as a process, an attitude, and a goal. As a process, it is the coordination of policies and practices among sectors of the education system to produce a smooth flow of students from one sector to another. As an attitude, it is exemplified by the willingness of educators in all sectors to work together to transcend the individual and institutional self-interest that impedes the maximum development of the student. As a goal, it is the creation of an educational system without artificial divisions, so that the whole educational period becomes one unbroken flow, which varies in speed for each individual, and which eliminates loss of credit, delays and unnecessary duplication of effort. (Cone and Hardy, 1979)

It is important to clarify the term "vocational" education at both the secondary and post-secondary levels as used in this report.

Secondary:

Vocational education in the public secondary schools is a total program which (1) is capable of meeting the individual needs, interests, abilities, and aspirations of each student, and (2) is realistic in light of actual or anticipated opportunities for gainful employment, advanced education, and practical life applications. Specifically, the purposes of vocational education are:

- (a) To prepare individuals for entry-level employment in recognized occupations, new occupations, and emerging occupations at various levels of competence.
- (b) To prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education.

- (c) To provide individuals with laboratory experiences and activities which assist them in the making of informed and meaningful occupational choices, and/or which serve as the foundation for skilled vocational-technical education.
- (d) To provide individuals with laboratory experiences and activities which assist them in the making of informed consumer decisions and in the application of practical life skills.

Supporting purposes of the program are: to provide appropriate programs for persons who have left high school and who are available for study, and to provide appropriate vocational programs and/or supportive services for persons who have academic, socioeconomic, and/or other disadvantages or handicaps that prevent them from succeeding in regular programs.

Post-Secondary:

Vocational education in the community college system is grouped into two distinct categories, vocational and technical.

- (1) Vocational programs are designed to train people to enter skilled occupations. These programs may vary in length, depending upon the development of skills and job proficiency. Curriculums leading to a diploma require a minimum of 64 credit hours and include courses in communication skills and social sciences that are directly related to the occupational goals of the program. Vocational programs are designed to prepare a person at the entry level.
- (2) Technical programs prepare the students for entry level jobs as technicians. The technician usually works in close cooperation with and under the direct supervision of a professionally trained person. With experience, many technicians move into professional and managerial positions. Students enrolled in the technical programs, in addition to taking courses that are occupational in nature, take general education courses in the areas of English, mathematics, science and social science. Technical programs lead to the Associate in Applied Science degree (A.A.S) and are a minimum of 96 credit hours in length. Technical programs are designed primarily for entrance into employment, not for college transfer. Certain courses and programs in the technical area, however, may be accepted by a four-year college or university for transfer credit.

For purposes of this report, the term "vocational/technical" will refer to programs at both levels as clarified above.

BENEFITS OF ARTICULATION

Some of the desirable benefits of articulation which affect both the student and the institution are listed below:

- (1) Reduces duplication of effort and time for the student at the post-secondary level who has acquired job skills in high school.
- (2) Enhances job opportunities for the student by identifying student job qualifications more accurately.
- (3) Provides an opportunity for students to acquire marketable job skills in a more effective and efficient manner.
- (4) Provides for improved guidance, placement and follow-up services for students through planning by staff at the local level.
- (5) Provides a more realistic procedure for evaluation of student performance and for evaluation of vocational/technical programs.
- (6) Provides savings in expenditures for both students and institutions.
- (7) Improves communication between secondary and post-secondary administrators, vocational/technical educators, and guidance counselors.
- (8) Improves vocational/technical program content and performance standards.
- (9) Promotes better utilization of available equipment, materials, and facilities.
- (10) Establishes more active vocational/technical program advisory committees, thus increasing community participation in and support for vocational/technical education.
- (11) Establishes an improved atmosphere for cooperation in the areas of personnel development, policy development and other instructionally related areas.

APPROACHES TO ARTICULATION

Articulation efforts range on a continuum from a program by program approach to a highly refined system of articulated programs with joint advisory committees. The social, educational, political, and economic climate within a given locality will likely determine the approach chosen. The important factor is that the community/technical college and the corresponding secondary schools must recognize that they have a need to articulate vocational programming for the benefit of students. Once this need is recognized and a desire for change is manifested, articulation can begin.

Program by Program Approach

The program by program approach encompasses the identification of courses that will articulate on a course or program basis. Based on agreements between the institutions the student can move smoothly from the secondary to the post-secondary level in the approved program(s) without having to repeat courses. This relationship between the two systems may take place at the initiation of local personnel of either system with little or no cost in resources or time.

System Approach

An alternative to the program by program approach is a competency based system approach requiring extensive commitment by the two educational levels. Educational systems may develop varying articulation models that are successful for their own localities and conditions. These articulation models can:

- (1) Occur at various levels of attainment;
- (2) Occur in the sequence presented (on pages 5-8) or in any other locally workable sequence;
- (3) Be achieved within existing operational (i.e. policy, and organizational structure) framework or a mutually established framework, and;
- (4) Be implemented within existing funding levels or stimulated through categorical state or locally "pooled" resources.

Such a system may include the following four components as adapted from McCormick, 1980 and Woelfer, 1978:

I. PROGRAM DEVELOPMENT AND MANAGEMENT

A. Policy

1. Local policy statements supporting articulation consistent with state policies issued by local boards of education and trustees.
2. Articulation agreements at the local level regarding:
 - Institutional coordination
 - Governance structure
 - Curriculum design
 - Staff and student scheduling
 - Staff inservice
 - Communication
 - Resource sharing (facilities, equipment)
 - Specific personnel roles and responsibilities
 - Student accessibility/admissions/advanced program placement/awarding of credit
3. Specific state and local policies regarding:
 - Planning requirements
 - Curriculum requirements
 - Testing/evaluation
 - Fiscal resources
 - Certification
 - Class size
 - Use of advisory/craft committees
 - Grading/advanced program placement/awarding of credit
 - Staff released time to implement articulation

B. Planning

1. Establishment and maintenance of a coordinated planning effort. Options may include the following:
 - Have existing advisory committees meet jointly
 - Unify existing advisory committees into one overall committee
 - Form ad hoc committee(s) on articulation from existing committees
2. Establishment and coordinated use of a common data base that includes information on employment outlook, demographic data, student interest, and other information critical to effective program planning.
3. Coordination of planning processes between and among schools and institutions involved.
4. Establishment of a written plan/agreement for articulation, including specific programs to be articulated.

C. Personnel

1. Establishment and maintenance of a staff of qualified administrative instructional, and support personnel who are organized in an efficient manner.
2. A joint system of personnel development which provides appropriate inservice activities at all levels.

II. PROGRAM IMPLEMENTATION

A. Curriculum/Instruction

1. Coordination of vocational/technical education program subject matter.
2. Coordination of performance standards for common subject area job tasks which are based upon business/industry initial employment performance requirements.
3. Coordination of course offerings with employment demand/outlook and student interests as well as with state priority programs of study.
4. Joint scheduling structures which permit the student to complete the full high school vocational program and move smoothly into advanced instruction at the community/technical college level.

B. Student Services

1. Vocational assessment, counseling, placement and follow-up services at the high school level.
2. Transition services provided to students leaving high school and entering post-secondary institutions.
3. A centralized process for assessing student performance (pre-testing, post-testing) preferably conducted through a jointly operated assessment center.
4. An organized system of student enrollment services which should include recruitment, program placement, counseling and guidance.
5. An organized and efficient recordkeeping system in such areas as student and personnel records, testing, grading, placement (program/job), and follow-up. Such recordkeeping should be part of an organized, overall program evaluation and accountability system.

C. Resources

1. Physical

- a. Adequate facilities conducive to effective vocational/technical education.
- b. Sufficient, up-to-date equipment for instructional purposes.
- c. Adequate materials and supplies (instructional and administrative).

2. Fiscal

- a. Sufficient appropriations that provide funding necessary to implement all phases of the articulation effort.
- b. Financial incentives for implementing articulation efforts.
- c. An efficient system of fiscal accountability.

3. Human

- a. Proper appreciation of all personnel involved of the respective roles of secondary and post-secondary vocational/technical education delivery systems.
- b. Commitment of all administrative, instructional and support personnel to achieving successful articulation efforts.
- c. Strong endorsement and support from business, industry, and agricultural communities.
- d. Open communication between all parties involved.
- e. Desire of supervisors and teachers/instructors to make the extra effort to work with counterparts outside of their institution.

III. PROGRAM IMPROVEMENT

A. Evaluation

1. An effective system for grading and reporting of student competency attainment. This system must be designed to provide feedback to educators, students, parents, and employers (potential/actual) of student progress.
2. A continuous program review and evaluation process which seeks constant upgrading of program offerings and services.

B. Research

1. Joint research efforts aimed at program improvement.
2. Establishment of exemplary programs to demonstrate successful strategies to other secondary and post-secondary programs.

C. Public Awareness

1. A public relations and information program that will keep parents, students, staff, and citizens aware of program efforts on a continuous basis.
2. Establishment of an accountability reporting system that will provide key community leaders (i.e. board members, legislators, and city/county commissioners), an awareness of program efforts.

D. State Staff Involvement

1. Continued support at the state level in further assisting local articulation efforts on a statewide basis.
2. Articulation of secondary and post-secondary curriculum guidelines at the state level prior to distribution.

RECOMMENDATIONS

The joint committee on articulation recommends that the North Carolina Council of Local Administrators (NCCLA) and the North Carolina Association of Community College Instructional Administrators (NCACCIA):

1. Adopt this report as submitted.
2. Share this report (See attached "Suggested Timetable") with appropriate groups and solicit their comments, recommendations, and support.
3. Continue articulation efforts through maintenance of a joint committee which shall be charged with the following responsibilities:
 - (a) Explore the possibility of conducting an articulation conference in the Fall of 1982 involving NCCLA and NCACCIA;
 - (b) Develop, produce, and disseminate resource material based on this report; and
 - (c) Encourage continued articulation efforts and periodically report results to NCCLA and NCACCIA.
4. Study additional articulation issues such as the transferability of credits among institutions at the same level.
5. Transmit this report to the State Board of Education and the State Board of Community Colleges in accordance with the attached suggested timetable.

APPENDIX A

SUGGESTED TIMETABLE
1981-83

Articulation of Secondary/Post Secondary
Vocational/Technical Education Programs

July 29, 1981	Joint Meeting of NCCLA and NCACCIA Articulation Committees
August 5, 1981	Articulation Committee reports to NCCLA at Summer Conference, Greensboro
September, 1981	Joint Meeting of NCCLA and NCACCIA Articulation Committees
October 7, 1981	Brief presentation to Joint Meeting of State Board of Education and State Board of Community Colleges
October 28-30, 1981	NCACCIA Articulation Committee reports to NCACCIA, Meeting in Raleigh
November 17, 1981	Joint meeting of NCCLA and NCACCIA Articulation Committees
February 2, 1982	Joint meeting of NCCLA and NCACCIA Articulation Committees
March 11, 1982	Consideration of report by SDPI and DCC Joint Management Councils
March, 1982	Individual Conferences of NCCLA and NCACCIA to consider report, Wilmington and Morehead City
April, 1982	Mail copies to Presidents and Superintendents for information and comments
May, 1982	Proposed joint meeting of representatives from NCCLA and NCACCIA and invited representative Presidents and Superintendents to revise the report in light of comments made by Presidents and Superintendents
July, 1982	Presidents Association - for presentation and support
July, 1982	Annual Superintendents and Principals Summer Leadership Conferences - for presentation and support
September, 1982	Request presentation of Articulation Report to State Board of Education and State Board of Community Colleges for endorsement
Fall, 1982	Consideration of Joint Conference of NCCLA and NCACCIA to review and discuss strategies for implementation
1982-83 Academic Year	Implementation of Articulation approaches at the local institutional and school district level

APPENDIX B

ACKNOWLEDGEMENTS

During its Spring 1981 meeting in Wilmington, the North Carolina Council of Local Administrators (NCCLA) addressed the very important issue of articulation of secondary and post-secondary vocational/technical education programs. NCCLA President Gilbert Lewis appointed an ad hoc articulation committee consisting of Dr. Alice S. Scott (Chairperson), Mr. Gardner Brown, Mr. Jim Lunsford, Mr. Ike Kearney, and Mr. Don McLane to study the issue thoroughly and report its findings to NCCLA at its August 1981, Summer Conference Session in Greensboro.

In preparing the report, the committee involved community college personnel (state/local), members of the Division of Vocational Education, and other appropriate persons. State-of-the-art literature was reviewed as well as successful articulation efforts in North Carolina along with an articulation survey conducted among local directors and community college deans.

The committee presented its report to NCCLA in August, 1981. The NCCLA accepted the report and the recommendation to involve the North Carolina Association of Community College Instructional Administrators (NCACCIA) in the further exploration of this concept. Subsequently, a committee was appointed by Mr. William Cameron, President of NCACCIA, composed of the following members: Dr. Gene Ballard (Chairperson), Dr. James Owen, Mr. Bobby Anderson, Dr. Carl Squires, and Mr. Roger Worthington. The Joint Committee was expanded to include Mr. Jerry Beaver, Dr. Cliff Belcher and Mr. Charles Gibbs, to replace Mr. Gardner Brown. In addition, the committee called upon the expertise of Dr. Don Brannon and Mr. A. J. Bevacqua. The first joint committee meeting was held July 29, 1981 at the Education Building in Raleigh. At this meeting, assignments were made and work began on the joint report. A series of meetings were held over the interim months leading to the completion of the report in March, 1982.

The committee gratefully acknowledges the contributions of all who assisted with the development of this report and trusts that it will have positive impact on the vital issue of articulation.

APPENDIX C

MEMBERS OF THE JOINT ARTICULATION COMMITTEE

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APPENDIX D

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- Woelfer, Carlyle P., 1978. The Articulation of Occupational Education Programs Between Secondary Schools and Community Colleges/Technical Institutes Project. Research Project of the NC Department of Public Instruction and the NC Department of Community Colleges.

APPENDIX H

A JOINT RESOLUTION CONTINUING THE LEGISLATIVE RESEARCH COMMISSION
STUDY ON THE TWELFTH GRADE.

Whereas, the twelfth grade is an essential part of
the educational program of the State of North Carolina; and

Whereas, the Legislative Research Commission Study
on the Twelfth Grade recommended various ways that the twelfth
grade be enhanced; and

Whereas, the study committee recommended that the
Legislative Research Commission monitor efforts to enhance
the twelfth grade so as to assure a better program and a
program that is cost-effective;

Now, therefore, be it resolved by the House of Representatives,
the Senate concurring:

Section 1. The Legislative Research Commission
Study on the Twelfth Grade authorized by subpart (7)a. of
Section 1 of Resolution 61 of the 1981 Session Laws may be
continued until January 1, 1985.

Sec. 2. This resolution is effective upon ratification.



